

Lesson Topic Description

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- Competency Goal 8 Patterns of History - The learner will assess the influence of ideals, values, beliefs, and traditions on current global events and issues.
 - 8.05 Analyze how the changing and competing components of cultures have led to current global issues and conflicts, and hypothesize solutions to persistent problems.

Students will discuss cultural issues and the conditions that Afghan women endured while under the control of the Taliban. The students will read an excerpt from The Breadwinner review a perspective of what women endured. They will discuss organizations such as <http://www.rawa.org/>, <http://www.womenforwomen.org/donate.html> and other organizations that work toward the women's movement in Afghanistan. A videoconference with International Relief Development (IRD) Security Advisor in Kabul might be available to discuss conditions and answer questions the students may have.

The Breadwinner is about life in Kabul under the Taliban. The story centers around a young girl, Parvana, whose family is well educated because of Western books in their home; her father even read letters for people in the market place. When he is arrested for having studied overseas, Parvana takes over the responsibility of feeding the family. She cuts her hair short, dresses like a boy and works in the marketplace.

Learner Characteristics -

The 9th grade World History High School class is comprised of 15 students. Enrolled in the class are 6 male students and 9 female students. Seven of the students are African American while 8 are white.

The school is located in the inner city. The population of the school is made up of a varied socioeconomic mix. In our class we have 5 students who are from affluent homes and are dedicated and driven in their studies. The characteristics they exhibit are:

- Show keen powers of observation and a sense of the significant; they have an eye for important details.
- Read a great deal independently
- Take great pleasure in intellectual activity.
- Readily see cause-effect relationships.
- Often display a questioning attitude and seek information for its own sake as much as for its usefulness.
- Have a large storehouse of information about a variety of topics, which they can recall quickly.
- Readily grasp underlying principles and can often make valid generalizations about events, people, or objects.

Teaching Strategy: Use of a real life example to engage students and help them to build on their intellectual skills and moral conscience attitudes.

The majority of the class is made up of average middle class students who see this course as mandated by the curriculum in order to graduate.

The learning characteristics they bring to this class are very typical of 9th grade students.

- Very social in their interaction with others
- Can be somewhat immature
- Are passionate when the subject is of interest to them

Teaching Strategy: Use of a real life situation to gain interest and generate critical thinking.

Three of the students are from lower class socioeconomic homes. Parent involvement in their education is lacking. Student characteristics are:

- Low motivation
- Low self-esteem
- Difficult social transition into high school

Teaching Strategy: Use of motivating and real life instruction to assist student to overcome their weaknesses.